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ABSTRACT

Guidelines are formulated for State directors of vocational-technical education and of continuing education, State and city supervisors of consumer and homemaking education, local public school superintendents, curriculum directors, college and university teacher educators, and other leaders, to help direct program planners in the expansion of public school programs in consumer and homemaking education for out-of-school youths and adults. The introduction discusses the definition and need for continuing education in consumer and homemaking education, and opportunities for program development. The detailed guidelines for program planning cover: determination of needs, determination of program objectives and content, program development and operation, and program evaluation. Several programs are described which are utilizing new approaches in: postsecondary vocational-technical schools; pre-school parent education, public housing, community or neighborhood, and community learning centers; mobile instructional units; and in private homes. Selected references and sources of information to aid in program development are provided. The appendixes contain: a list of suggested cooperating agencies, organizations, and institutions; sample forms of contractual agreements between school district and housing authority and between school district and sponsor; a funding pattern involving three agencies; and a motorized mobile instructional unit and bid specifications. (JB)

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ORGANIZING CONSUMER AND HOMEMAKING EDUCATION PROGRAMS FOR OUT-OF-SCHOOL YOUTH AND ADULTS

A SUGGESTED PROGRAM GUIDE

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A Suggested Program Guide

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FOREWORD

There is a growing need for the expansion and redirection of public school programs in consumer and homemaking education for out-of-school youth and adults. This need results from the complexities facing today's parents, heads of families who are consuming units, young adults who are establishing their own homes, and both men and women who assume the role of homemaker-wage earner.

Expansion and redirection involve many things: placing increased emphasis on realistic and significant problems facing today's families, reaching all segments of the population (all socioeconomic levels and all cultural and ethnic groups), using innovative methods and learning materials to reach and teach out-of-school youth and adults of all ages, and using an inter-disciplinary approach through cooperative endeavors with related agencies within a community.

In order for out-of-school youth and adults to work continuously toward improving the quality of personal and family life, continuing education is imperative. Information gained at any time is quickly out of date and becomes irrelevant because of rapid expansion of knowledge, changes in the economy and in the marketplace, and technological advances.

Vocational education funds on the local, state and federal levels are making it possible for public education systems to initiate change in the organization and curriculum of consumer and homemaking education for out-of-school youth and adults. This bulletin is directed to educational leaders who are in position to plan, develop, direct, and support such programs.

Guidelines as presented here are formulated for state directors of vocational-technical education, state supervisors of consumer and homemaking education, local public school superintendents, curriculum directors, city supervisors of consumer and homemaking education, directors of continuing education, college and university teacher educators, and others in leadership roles. These guidelines should serve as stimulants and help to give a sense of direction to program planners in establishing or redirecting programs.

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INTRODUCTION

CHANGE! This seems to be the key word in life today. Change in family life — change in behavior of young people — change in technology — change in social conditions — change in educational institutions — change — change — change! Continued learning by out-of-school youth and adults is an urgent social responsibility in order to cope with the changing world and its effects on family life.

Home economics, or homemaking education, from its beginning has been dedicated to strengthening personal, family and community living. It has been and remains a mission-oriented discipline focusing on the well-being of individuals and families. The purposes of home economics have not changed over the years, but there have been changes in the cultural setting.

Financial support from the Federal government has been responsible for advancing numerous programs in home economics, beginning with the Smith-Hughes Act for Vocational Education passed in 1917. More recently, the Vocational Act of 1963 (Public Law 88-210) assisted States to maintain, extend, and improve existing vocational education programs and to develop new ones. Home economics received added support from the still more recent Vocational Education Amendments of 1968. It was in Part F of the 1968 Amendments that the homemaking aspect of vocational home economics became identified as "Consumer and Homemaking Education."

DEFINITION OF CONSUMER AND HOMEMAKING EDUCATION

According to Regulations for State Vocational Education Programs[1], "Consumer and homemaking education means education designed to help individuals and families improve home environments and the quality of personal and family life and includes instruction in food and nutrition, child development, clothing, housing, family relations, and management of resources with emphasis on selection, use, and care of goods and services, budgeting, and other consumer responsibilities."

NEED FOR CONTINUING EDUCATION IN CONSUMER AND HOMEMAKING EDUCATION

Consumer and homemaking education for out-of-school youth and adults is concerned with the improvement of the quality of personal and family life in *all* types of families.

The quality of home life is dependent upon the extent to which adult members of the family meet the needs and goals of society, fulfill responsibilities as family members in that society, and work toward making society fit for the family. From the early days of home economics, emphasis has been placed on the family.

The family as it exists today has been redefined as follows[2]:

[1]Department of Health, Education and Welfare. Office of Education. State Vocational Education Programs, Rules and Regulations. *Federal Register*, May 9, 1970.

[2]Association of Administrators of Home Economics. *National Goals and Guidelines for Research in Home Economics*. East Lansing, Mich.: Information Services, Michigan State University, 1970.

The term "the family" brings to mind an ever-changing series of pictures — a kaleidoscope of complex interrelationships, perceived differently by each observer.

Of all man's social institutions, the family is the most enduring and sustaining. No other social institution is older or more universal. In all times and places the family has been found to meet certain societal requisites more effectively.

Cultures differ in their views of structure and function of the family, but in general, regard it as the fundamental unit of the social system. Political, economic, religious and other social institutions responding to the need for education, law and health care are built around it.

In our society the family provides a setting for socialization, economic security, material necessities, transmission of values, protection and affection. The family is the source of sustenance and support.

Throughout the history of home economics, education and research programs have focused upon man's well-being, with special emphasis on the family. The goals . . . are addressed to the family, its needs and concerns.

In general, the goals . . . speak most directly to the nuclear family, comprised of parents and children. They also concern the extended family, including relatives outside the immediate family. Assigning to the term its broadly conceived definition, "family" may also be interpreted . . . as one person or a group of individuals living together in one household and performing many family functions.

The role of an adult educator is to help individuals to meet their needs and realize their goals. A program in consumer and homemaking education for out-of-school youth and adults focuses on needs growing out of such conditions as the following:

- Many of today's *social problems* are related to what happens *within the family*. Much of education for happy and satisfying family life is likely to be most meaningful after the home is established and when children are in the situation. Such education should not be limited to early adolescent years in secondary schools when many family living problems and parent responsibilities are in the future.
- It is in the home that most individuals develop their *potential for job performance*. Attitudes about work are developed here. Parents, older brothers and sisters, grandparents, aunts, and uncles can contribute to the value a person

places on work and the attitude of whether to work at all or not. It is in the home that habits are developed that carry over into one's job situation dependability, punctuality, grooming, and relationships with people. Food habits and health habits developed in the home largely determine one's physical energy to perform on the job.

- As more women enter the labor force and assume *dual roles of wage-earner and homemaker*, such problems as management in the home, use of resources, consumer decisions, maintaining satisfactory family relationships, and assuming responsibility for guiding children, all become increasingly complex.

- As *families become more mobile*, having many different homes within a lifetime — as they move from rural areas to urban areas, from urban areas to suburban areas — as they move from north to south, or east to west — there may be need to learn new patterns of living in new environments.

- *Leisure time* is increasing for most individuals because of shorter working weeks, automation of business and industry, increasing use of labor-saving devices in the home, and earlier retirement ages. Leisure time should not be just free time or time left over after work — time to fill! It should be considered an opportunity for self-fulfillment and for reaching one's full potential. Leisure time in today's world is a time for continuing education, being stimulated to learn, a time for further self-understanding and service to others.

- Families are faced with *increasing choices in the* marketplace. There are more products, they are packaged in more different ways, and they are available at more quality levels. Families, regardless of amount of income, are called upon to make more and more consumer decisions.

- The quality of family life is closely related to the *nutritional status of the family*. Preschool children, young mothers, out-of-school youth, adults, and the elderly encounter food and nutrition problems which demand new and innovative approaches for solution.

OPPORTUNITIES FOR PROGRAM DEVELOPMENT

Adult education has become a major instrument of national policy. Emphasis is being placed on public school programs for more people than ever before. Postsecondary education is becoming more and more available for those who have completed or left the secondary school program. Enrollment in junior and community colleges has increased at a rapid rate.

National attention is being focused on *nutritional status of people;* on *social and cultural conditions and needs*, especially in *economically depressed areas;* on *consumer education;* on *preparation for homemaking;* on *dual role of homemaker-wage earner;* on *preparation for parenthood;* on *care and guidance of children;* and on *concern for the elderly.* As a result of such national movements, the educational climate provides opportunity and encouragement for public education systems to develop new and innovative programs to serve out-of-school youth and adults in consumer and homemaking education.

Vocational Education funds from local, state and federal sources are making possible the expansion and redirection of such programs.[3] However, State Plans for Vocational Education vary in emphasis which affect programs within each State.

GUIDELINES FOR PROGRAM PLANNING

Planning educational programs for out-of-school youth and adults involves four basic factors. They are:

(1) Determination of needs,

(2) Determination of program objectives and content,

(3) Program development and operation, and

(4) Evaluation.

These factors cannot always be considered one step at a time. They are interwoven and go along together. Example: As needs of people are determined, objectives become apparent . . . As objectives are determined, consideration should be given to ways of evaluating in terms of those objectives . . . As evaluation progresses, there may be need for revising objectives . . . All of these factors help determine the arrangements needed for program development and operation.

[3]Public Law 90-576, October 16, 1968. *Vocational Education Amendments of 1968*, "Title I, Part F.".

DETERMINATION OF NEEDS

Identifying Groups to Be Served

Which individuals and groups in a given community should be served by a program in consumer and homemaking education? Some may already be receiving the educational assistance and/or opportunities they need through existing programs — programs sponsored by various agencies, organizations and institutions in the community. Duplication of effort should be avoided; coordination of effort should be encouraged

How does one identify those who are not being served or are not being served adequately? Intelligent planning requires knowing about existing programs, groups reached, purposes and accomplishments of these programs. In addition to becoming acquainted with representatives and their programs, citizen's advisory committees organized by public school administrators can provide valuable help in identifying groups to be reached. Another way to identify groups is to talk with community leaders and other interested citizens. House-to-house visits by teachers to learn who is, or is not, participating in existing programs is still another way.

Regardless of where programs are organized, there is a need for public education systems to extend leadership and services to reach and teach:

- *All income levels* . . . the economically depressed . . . the middle-income . . . the affluent
- *All ethnic, social and cultural backgrounds* unique to each community
- *People of all ages* . . . youth who have completed or dropped out of secondary schools . . . young marrieds . . . young unmarrieds . . . those in their middle years . . . the elderly . . . the young or old retirees
- *Men and boys*, as well as women and girls
- *All kinds of homemaking responsibilities* for adults and out-of-school youth . . . food and nutrition . . . child development . . . clothing . . . housing . . . family relations . . . management of resources . . . selection, use, and care of goods and services . . . budgeting . . . consumer responsibilities
- *All parents* . . . adolescent parents, whether

married or not . . . young parents of preschool children . . . parents of school-age children . . . parents of teenagers . . . single parents . . . grandparents

- *Those living in all types of housing*, whether quality of housing is standard or sub-standard . . . one-family dwellings . . . multiple-family apartments . . . public housing communities . . . migrant housing . . . mobile homes . . . institutional-type housing for mentally and physically handicapped or for the elderly

- *All who are responsible for running a home* . . . full-time homemakers . . . homemakers who are gainfully employed outside the home and assume dual roles of homemaker-wage earner . . . homemakers who have paid jobs or businesses in their own homes . . . homemakers who give volunteer service outside their homes

- *Groups who have special problems* . . . the physically handicapped . . . the mentally handicapped.

Interrelationships of the above factors must be considered. For example, study may reveal that a substantial number of economically depressed families in one neighborhood are being reached through existing home and family life programs. Upon closer examination of records, it may be found that low-income blacks may be the ones being reached, but not the low-income whites, or the low-income Puerto Ricans or the low-income of other cultural groups. Or, elderly people are not participants. Or, it may be that full-time homemakers of middle-income families are being reached, but not those who are gainfully employed outside their homes. It may be that the homemakers who participate in a program are those who can manage transportation to meeting places, but the physically handicapped who cannot move about easily are not reached.

It takes a combination of all of the factors in order to identify and locate individuals and groups who need to be served by a program in consumer and homemaking education. After this identification is made, priorities must be set so that program planners can determine the target groups to be served.

Identifying Needs of People to Be Served

What are some of the consumer and homemaking needs of the *people* to be served? What problems do they face in their individual families? What problems grow out of community conditions or out of broader social conditions?

In adult education the starting point must be people's *interests*. Adults are not always interested in that which educators think they should be interested. They do not always want for themselves what educators think they ought to have. It is the skilled teacher who is able to start a program based on interests of people and move steadily and patiently toward helping adults discover and become interested in their *needs*.

By identifying groups of people, one can usually identify some problems common to those in the group. For example, if the target group is made up of young mothers and fathers, most or all of them likely are interested in child rearing, and their needs are related to their roles as parents of preschool children.

Information about the needs and interests of groups and individuals may be secured through various means:

- Organizing and working with advisory committees which include representatives of individuals to be served as well as others (See reference to advisory committees on page 15)
- Making home visits to get acquainted with families and to discuss their needs as they perceive them
- Talking with people to whom problems are brought — ministers, priests, rabbis, doctors, social workers, visiting nurses, labor union leaders, credit managers
- Reading professional literature, attending professional meetings where family needs are discussed by knowledgeable people
- Using studies and surveys that have already been made by other organizations and agencies in the community
- Observing shopping practices in neighborhood stores (grocery, clothing, appliance, furniture, drug and other)
- Using interest questionnaires where feasible. Many adults are hesitant about filling out questionnaires that require writing answers.

Others are suspicious of persons who "come around asking questions."

- Being alert to and familiar with people of all ages and life styles to be sensitive to their wants and needs.

Working With Advisory Committees

An advisory committee for consumer and homemaking education can be valuable at all stages of planning, development and evaluation of programs for out-of-school youth and adults.

An advisory committee or council is a group of individuals who work with administrators and teachers in making plans and attaining goals for consumer and homemaking education. The group is representative of families in the community and of facets of the community affecting family life. Such a council is a means of bringing the voices of the community into the consumer and homemaking education program, as well as taking the program to the community. It is a channel through which the needs of learners may be interpreted to program planners. Its purpose is to bring increased relevance (knowledge, attitudes and feelings of the community) into the school situation as a basis for planning, evaluating and vitalizing the school program.[4]

To work effectively with advisory committees, program planners and administrators should give careful consideration to such aspects as,

- Selecting members of the committee who are representative of the population to be served plus professionals who know and work with these individuals
- Recognizing the committee as a resource of ideas and helps, as an avenue to reach more adults who can profit from a program in consumer and homemaking education, and as a means to interpret the program to the entire community
- Identifying and clarifying functions of the committee so that the members understand their role as *advisory* and *not policy making*
- Giving guidance to the committee by helping members to focus on jobs to be done and helping them to extend their interests, knowledge, participation and contributions
- Giving recognition to the advisory committee members for their participation and contributions

[4]Williamson, Billie. Advisory Councils Issue. *Tips and Topics in Home Economics*. Lubbock, Texas: College of Home Economics, Texas Tech University, October 1970.

- Being open and receptive to ideas expressed by committee members, valuing their experience and resources rather than being hesitant to try the new and different or passing judgment on their views and beliefs

- Helping the committee to work in a democratic way.

Involving Community Agencies and Organizations

As the public school accepts its responsibility to provide consumer and homemaking education to out-of-school youth and adults, there is a need to become involved with related programs sponsored by other community agencies and organizations (See Appendix A).

School administrators need to recognize the contributions which agencies as well as the schools are making to adult education. Coordination is necessary in order to overcome any imbalance in adult education activities. In most communities there are groups of people who have limited or no educational opportunities available. In some communities there is duplication of effort and thus waste of resources. In many communities what is done in adult education by some agencies is in direct competition with other agencies and with the public school.

Coordination makes possible more adequate educational programs by making the maximum use of human and material resources. Public schools whose sole function is education need to share the job of educating adults with local, and federal agencies, with churches, with voluntary organizations and with other community groups — but never lose sight of the fact that education of out-of-school youth and adults in consumer and homemaking education is the responsibility of public schools in the United States.

It is important that public school personnel work with community agencies at *all* stages of programming: during planning, implementing, evaluating and redirecting stages.

There are many ways in which public schools can work with community agencies to further extend and enrich programs to improve home environments and the quality of personal and family life. Some of these ways are:

- Include representatives of agencies and organizations on the school advisory committee to help identify needs, problems and goals of people in a neighborhood or a community as a whole, to help plan the educational program, and to help evaluate the program.

- Use agency representatives and agency publications as resources to enrich school programs for out-of-school youth and adults.

- Serve people in group meetings which are sponsored by other agencies or organizations. Example: When an agency conducts meetings on food preparation, the consumer and homemaking education teacher might provide single mini-lessons or a short series of lessons. The teacher might team teach with the agency leader to add depth by teaching human nutrition and food consumer problems in meetings which might otherwise be limited to consideration of cooking food.

- Serve families through agencies whose purpose is service, not education. For example, as parents visit maternity and pediatric clinics, the consumer and homemaking education teacher might provide mini-lessons on such topics as mothers' diet, personal grooming, clothing for self or baby, and the importance of reading to children. The teacher might provide hand-outs on what to expect of children at different stages of development.

- Share facilities with agencies and organizations.

- Plan with agencies and organizations ways in which efforts can be dove-tailed, not duplicated.

- Participate in a coordinated effort to develop public understanding of existing and proposed programs, to develop good public relations, and to mobilize public support for community educational efforts.

- Develop a plan of referral for individuals and families to secure help toward the solution of their problems. Schools need to know where their clients can secure assistance not available from the schools; agencies need to know what helps their clients can receive through public school programs.

- Foster the extension of existing programs and/or the development of new programs where groups of people are not being reached.

- Develop agreements with agencies to set boundaries for spheres of activity and to provide for possible sponsorship of programs.

DETERMINATION OF PROGRAM OBJECTIVES AND CONTENT

Educational objectives and content are based upon needs of individuals to be taught, and the individuals concerned should have a voice in what those objectives are. Since problems of people are not the same everywhere, objectives of programs are not the same for all people. If need identification has been realistically carried out, program planning falls into place more easily. As objectives are determined, means of evaluation should be planned in light of those objectives.

In a program of consumer and homemaking education there are broad general objectives which are the same for all groups — for all out-of-school youth and adults. These objectives may be stated as helping individuals and families to:

- improve home environments and the quality of personal and family life,
- increase skills of decision making,
- continue the process of maturing, and
- increase abilities to engage in self-directed inquiry.

For detailed program planning, needs of individuals and groups must be translated into more specific objectives. The advisory committee can be of great help in setting these objectives. Consideration should be given to individual backgrounds of people to be served. It is possible that all groups need help in better understanding family members and in improving interpersonal relations. Specific objectives for families of different socioeconomic backgrounds are likely to be quite different.

As programs are planned, those individuals in leadership roles, along with advisory groups, need to take a critical look at traditional adult education courses, which have been offered over the years. Courses in cake decorating, sewing, upholstery, knitting, and the like do not necessarily meet the needs of learning the basics in today's world.[5] Such courses may be opportunities for social gatherings, for development of hobbies, or something that is "nice to know and do." But should they be given priority over more significant family problems? Such courses may still have a place in the overall plan for education in consumer and homemaking education if such courses help to *improve home environments* and *contribute in a relevant way to better family life*. They should not, however, take precedence over such aspects of family living as,

- Helping foster children's growth and development
- Keeping the family healthy and understanding the bases for physical and mental health
- Planning and providing nutritious meals

[5]Spitze, Hazel Taylor. "Adult Education to Strengthen Family Life." *Illinois Teacher for Contemporary Roles*. Urbana, Illinois: University of Illinois, March-April 1970.

- Providing adequate housing
- Understanding self and developing harmonious interpersonal relationships
- Improving home management through problem solving and decision making
- Using personal, family and community resources
- Assuming responsible citizenship roles in the neighborhood, city, state and nation.

PROGRAM DEVELOPMENT AND OPERATION

Every program requires administrative provisions to make possible the teaching-learning activities which lead to the achievement of program objectives. Provisions should be made for: agreement with sponsoring group or agency, staffing, providing preservice and inservice teacher education, administering and supervising, planning and selecting facilities, recruiting people to be served, programming and scheduling, coordinating with established programs, and funding.

Agreement With Sponsoring Group or Agency

A majority of consumer and homemaking education programs for out-of-school youth and adults conducted by public education systems involve one or more additional groups or agencies. Where this is the case, written agreements between the public schools and the groups or agencies should be formulated and executed (See Appendixes B, C and D).

These agreements should give attention to such decisions as:

- Location of the consumer and homemaking education program — What facilities will be used? Where will they be located? Who will be responsible for the cost of the space and its maintenance?
- Furnishings, equipment, teaching materials and expendable supplies — By whom will these be furnished?
- Teachers and other personnel — Who will select and employ them? Who will determine the required qualifications? Who will supervise and direct the personnel? Who will have administrative responsibilities concerning their services, including curriculum, instruction, records, and reports?

- Participants in the program — Who may enroll in the consumer and homemaking education program?

Staffing

A critical aspect of adult and out-of-school youth programs is staff selection. Some questions that must be answered in each individual situation are: What size staff is needed? Should all staff members be professionally trained home economists? Are there jobs that can be done effectively by paraprofessionals? Can some services be provided by volunteers? What should be the responsibilities of various staff members? What characteristics and qualifications should staff members have — professional, paraprofessional, volunteers?

The size of the staff depends upon such factors as the variety of program offerings, the number of people reached, the financial support available, the size of facilities, the number of hours and days the program operates, and the *objectives* of the program. One program may be adequately staffed by one trained consumer and homemaking education teacher. Another program may need more than one teacher, plus teacher aide(s), child care aide(s), clerical worker(s), and housekeeper(s).

Teachers should be selected for the groups with whom they are to work. For example, it should be recognized that a 'good' teacher of children is not necessarily a 'good' teacher of adults. A 'good' teacher of adults is not always a 'good' teacher of out-of-school youth. Likewise, a 'good' teacher of middle-class families is not necessarily a 'good' teacher of the affluent or the low-income.

It is assumed that effective teachers are knowledgeable persons — knowledgeable in the subject matter which they are teaching, knowledgeable in their understanding of the people with whom they work, and knowledgeable in the principles of teaching-learning.

Legal requirements for teacher certification are determined by state and local regulations. Some states require a college degree in home economics for all teachers in the program; some allow more freedom in selection when inservice education is provided; some provide certification plans for paraprofessionals. In some states where state funds can be spent for salaries of professionals only, schools use local funds for paraprofessionals.

Personal qualifications which have proven to be of major importance for any teacher who works with adults or with out-of-school youth are fairly well recognized by school administrators. Though these may be the same or similar characteristics that are desirable in any teacher, they become of major importance when one is working with voluntary learners, those who do not *have* to attend meetings, individuals who see themselves as responsible self-directing adults, able to run their own lives. It is recognized that personal characteristics of a teacher often are difficult to measure and difficult to determine prior to performance in a teaching situation. However, the teacher of young and older adults should be one who:

- Is flexible, not rigid; who does not have set ideas about how people ought to be or ought to think or ought to act
- Is sensitive to the feelings and emotions of others
- Has sincere concern for people and their well-being
- Has a deep conviction of the worth of each individual
- Values people over organization or things
- Builds mutual trust
- Is willing to accept responsibility
- Is willing to experiment with the new and the untried; is creative and innovative
- Is active in community affairs; is aware of changes taking place in the community and the world; and is sensitive to ways these changes affect families.

In programs where other than professionals are employed, the teacher must be in a position to train the paraprofessional workers, aides and volunteers in basic concepts, and help the workers to adjust to the individuals enrolled in the program.

Some schools find that teacher aides can develop rapport with their own ethnic and income level group much more effectively than can the professionally trained teacher. In these cases, teacher aides are accepted because they can "talk the language of" the people, they have had the same experiences as those whom they are trying to reach, and they are on the same "level" with those who have similar backgrounds. Teacher aides can be of value as they provide feed-back from program participants. Where aides are used, they need careful, detailed guidance of a professional staff, they need continuous support from professionals; they need to limit what they teach to learning materials carefully selected in cooperation with professionals and they should not be expected to teach as large a range of problem areas as the professionals. The same is true for volunteers who help in the teaching aspect of the program. Teacher aides need careful guidance of the professional with *how* to teach as well as *what* to teach.

Providing Preservice and Inservice Teacher Education

The administrator, consultant or supervisor can be the one who helps to build faculty morale, as well as the improvement of teaching competence. This person inspires and helps teachers to dedicate themselves to working toward common goals; sees that they are given an active part in making decisions

about the program design, methods to be used and other aspects of the program that affect their performance; encourages them to use initiative and develop to their full potential; and sees that teacher schedules and funds are provided to carry out the objectives of the program.

Teachers need to be properly oriented into the specific program in which they are to work. Orientation involves understanding the philosophy of the program, the overall purposes and the uniqueness of the program, and how the teacher fits into the organization. Orientation includes also what is known about the community, the neighborhood and the potential program participants.

Inservice education for teachers should continue for the life of their service. Administrators, program coordinators and supervisors have used several means for inservice education:

- Individual conferences between teacher and coordinator-supervisor
- Class visitation
- Regularly scheduled meetings of teachers, teacher aides, and supervisors
- Provision of extensive library references and teaching materials
- Newsletter-type of exchange of ideas among teachers
- Suggested course plans and curriculum guides
- Participation in meetings of professional organizations
- Workshops, seminars, forums, institutes
- Enrollment in master and doctoral programs in colleges and universities

There is a great deal known about educating adults, but more is to be learned. There are some commonalities about teaching children, youth and adults, but there are also differences. With the increasing emphasis on, and need for adult education, many colleges and universities need to analyze and expand their teacher education programs in order to assure out-of-school youth and adults throughout the country that education in consumer and homemaking education will be provided them by trained specialists, not willing amateurs. Such preservice education is necessary, but it is only one phase of developing teacher competence of the highest quality.

Administering and Supervising

Someone should be charged with administering the program; someone should coordinate the program; and someone should supervise the program. In some school systems, all three of these functions may rest with one individual — a superintendent, a principal, a curriculum director, a continuing education director, or a vocational education director. In other school systems with larger programs, the functions may be shared by several individuals, including a consumer and homemaking education coordinator or consultant. Regardless of the pattern adopted, the functions and responsibilities should be clear for each position.

Those in administrative or supervisory positions have responsibility for acquainting *all faculty members* with the consumer and homemaking education program for adults and out-of-school youth. The coordinator and supervisor need adequate understanding and appreciation of the program and time for fulfilling their responsibilities. They should actively participate in meetings of the advisory committee. They should strive to improve instructional proficiency through frequent visitation to class meetings and frequent conferences with teaching personnel. They should be actively involved at all stages of program development. Theirs is a leadership role and should not be limited to routine office details. One of the chief responsibilities of the coordinator-supervisor is to provide leadership, support and guidance to teachers for the purpose of improving the instructional program.

Planning and Selecting Facilities

The physical environment in which a program takes place affects to a great extent the quality and effectiveness of the experiences in which adults participate. The environment should be one in which adults and/or out-of-school youth feel at ease. It is especially important that a center for adults not give a school-like atmosphere, rather an atmosphere of informality and be attractive according to adult tastes. It should be a place with which prospective participants can easily and comfortably identify. The location should make it accessible to the people for whom the program is intended. Uppermost in the minds of adult education administrators is that the facilities should make it possible to achieve the objectives of the program.

Facilities suitable for teaching consumer and homemaking education to adults and out-of-school youth should provide for:

- Instruction in all subject matter areas of home economics through both individual and group experiences
- Flexibility of space and equipment, providing maximum informality and interaction
- Care of children whose parents participate in the program
- Comfort and safety . . . lighting, ventilation and acoustics suitable for older adults . . . relative

freedom from outside noise . . . safeguarded against accidents, fire and vandalism

- Accessibility to the people for whom the program is designed . . . near public transportation facilities or in walking distance of homes . . . adequate parking space . . . entrance to the building suitable for the elderly and the physically handicapped
- Storage of teaching materials and equipment
- Use of a variety of audio-visual equipment
- Office space and equipment for the teaching staff
- Maintenance adequate to keep the exterior and interior of the building, as well as equipment and furnishings in good repair, clean, orderly, and attractive, with a plan for replacement and renewal before equipment and furnishings become unusable

The advisory committee has a significant contribution to make in selecting and planning facilities. If committee members are representative of the individuals and families to be reached through the program, their ideas about and reactions to the location and type of facilities can be extremely valuable. Committee members can be helpful in locating facilities, planning and selecting furnishings, and in some cases actually helping with renovation and decoration.

Examples of possible facilities are:

- Public education buildings: rooms or suites of rooms in adult education or learning centers, area vocational-technical schools or other postsecondary centers, community colleges, vocational education centers
- Apartments in privately owned residences, rented or leased by the schools
- Apartments or series of apartments in public housing furnished and maintained without charge by the local housing authority (See Appendix B)
- Community or neighborhood centers, including those in public housing
- Space in commercial or public buildings
- Vacant stores

- Churches
- Residential camps in the area
- Head Start centers
- Mobile units, specially built and/or equipped bus, van, or trailer (See Appendixes E and F).

In addition to the above facilities which serve as a permanent-type base of operation, single or frequent meetings may be conducted in conjunction with other organized groups in the community. Examples are: parent and child centers, health clinics or treatment centers, detention homes or half-way houses, places of business (utility companies, banks, supermarkets, etc.), libraries, and churches.

Adult education programs provide the opportunity whereby public school facilities may be put to use from early morning to late at night and for twelve months of the year. This can be true whether the facilities be owned or rented by the schools. Such availability makes a center inviting for people to get individual as well as group help with family life problems. Many factors in the community, however, help to determine the extent to which such a flexible schedule is possible.

Recruiting People to Be Served

A well-defined plan for *initial* and *continuous* recruitment of individuals who can benefit from a program is an important part of program development. In communities where a program is a new school offering, the public must be informed. In communities where home economics programs for adults is taking a new direction toward comprehensive programs in consumer and homemaking education and away from the traditional "evening school" concept, the public needs to be made aware of the new dimension. The idea is new in some communities for consumer and homemaking education to be taught to postsecondary school enrollees who are studying to be home appliance repairmen or aviation mechanics. The idea that the program is taken to the people through the use of mobile instructional units or establishment of neighborhood centers is also a revelation to many citizens. To learn that a person can get help with one's own family life and consumer problems without having to pay for such instruction or without "enrolling at the school house" is a new concept to many. With the many changes in program direction, active publicity campaigns are usually needed.

Advisory committee members are in key positions to anticipate how different groups of people will react to different recruiting methods. These lay leaders on the committee can also help school administrators and staff members in the use of the most suitable language and approaches for the target groups.

Many recruiting techniques have been tried. Some of the most successful ones are:

- Personal contacts through home visits by

teachers, employed aides, volunteers, satisfied customers who have been participants in the program, and advisory committee members

- Telephone calls
- Open houses, receptions, visitor days
- News media: daily newspapers . . . television . . . radio . . . house organs . . . trade journals, neighborhood weeklies . . . church, club and civic organization news sheets (including announcements, advertising, reporting of events, human-interest stories)
- Folders, brochures, flyers, booklets . . . posters, displays, exhibits
- Referrals from social workers, physicians, dentists, public school teachers, school and public health nurses, visiting teachers, principals, counselors
- Active involvement of school administrators, adult education director, home economics supervisor and teachers in community groups.

Programming and Scheduling

Effective teaching depends not only upon the teacher in charge, but upon policies, regulations, provisions and support of the school administration. Administrators who are committed to the concept of continuing education will provide the kind of leadership and support to make effective teaching possible. They will be flexible, inspiring and innovative to the extent that teachers are encouraged to experiment, to use initiative, and to use new approaches in meeting old problems.

Teachers should be encouraged and be given opportunity to adapt their teaching to the groups to be reached. This means quite different approaches and program organization for adults who come from different income levels, who live in different parts of the city or county, and who are of different ages. It means that teachers must be given the time and opportunity, to know and understand the people with whom they are to work. This probably involves home visiting as a part of their working hours and may involve an expenditure of money which the program needs to provide. Getting to know people might also mean attending meetings of other club groups and other organizations, or it could involve securing the services of interpreters in groups where there are language barriers.

Administrators might help teachers to understand that teaching is not limited to a formal organized class. Teaching can take place through the use of educational or commercial television, presentations made at home shows or

food fairs or many places where people are free to gather, or by telephone 'hot-line' service to answer homemakers' questions.

Scheduling in postsecondary schools calls for the support of the school director or superintendent, so that there is a block of time for the consumer and homemaking education teacher to work with each group of students enrolled in the school. Scheduling of adult programs may have much more flexibility, varying from five or ten minute presentations in conjunction with some other meetings or gatherings, to a one-meeting lesson of one to three hours in length, to a series of meetings over a period of weeks. There is no one pattern to follow. The teacher should be free to work both with individuals and groups on a schedule suitable to the group.

Ideally there would be an open-door policy for adult education centers, wherein adults are free to come and go — not limited to one day a week or a few hours in the afternoons. Advisory committee members need to help determine the kinds of schedules which would be most acceptable for the potential clients. Schedules are usually quite different for older or retired adults than for parents of preschool children or for working parents. Likewise, schedules may be quite different for the high-income and for the low-income. Some ethnic groups may be quite resistant to being away from home in the evening hours, while those are the hours which may meet the approval of other groups.

Coordinating with Established Programs

Elementary, secondary, postsecondary and adult programs should complement and support each other in the total educational effort of the public schools. There are various ways in which this can be done.

Through adult education programs, parents can be helped to understand better the educational program offered to their children. Naturally, this requires that teachers of adults understand and be thoroughly familiar with the overall purposes of the school system at all levels. The adult program can be publicized through classes in elementary and/or high school. Programs can be planned to bring together parents and youth for consideration of mutual problems. High school consumer and homemaking education students can present special programs of educational value to adult groups. Members of adult groups can serve as resource people to youth groups. High school students can assist with the care of children whose parents attend adult meetings, thus providing a learning laboratory under the guidance of the high school teacher.

Through adult groups, teachers can learn of parent concerns and capitalize on this information to build it into the high school curriculum. Such a procedure can work in reverse by learning of the concerns of youth and building these ideas into the curriculum for adults.

Many school systems provide for periodic faculty meetings and work sessions in which teachers of adults and teachers of youth come together to coordinate their efforts. They share teaching materials and clarify concepts and generalizations which they are trying to develop with their respective groups. For example, in the study of food and nutrition, both parents and youth should receive the same information about nutritional needs of the body — not

information that conflicts. As long as teachers work with concepts and generalizations rather than fragmented facts, coordination becomes easier — conflicts lessen.

Coordinating the public school's adult education program with programs sponsored by other agencies in the community is equally important. This has been discussed in earlier guidelines on previous pages (See Appendix A).

Funding

Vocational education funds continue to help support consumer and homemaking education programs as they are initiated, developed and expanded. Plans for the use of such funds vary from state to state according to the requirements adopted by the different State Boards of Vocational Education. Resources other than vocational education funds are used to meet needs for funding and supporting various existing programs, and these sources vary from community to community (See Appendixes B, C, and D).

The pattern of funding for most programs for out-of-school youth and adults in the area of consumer and homemaking education utilizes monies and other resources in various combinations of local, state and federal funds as indicated below:

Vocational education funds from federal and state levels are used to finance in part or in whole —

- Professional and paraprofessional staff
- Program coordinators
- Space and equipment for instruction
- Renovations of facilities
- Teaching aids and supplies.

Public school funds from the local level are used to provide and/or assist in providing —

- Administration and supervision
- Professional and paraprofessional staff
- Facilities, utilities and maintenance staff
- Instructional and office supplies.

Additional support by other public and private agencies are used to provide for —

- Scholarships for students in training programs
- Supplies for participants

- Child care services while mothers participate in program activities
- Transportation costs for program development and participation
- Teaching space, utilities and maintenance service
- Instructional supplies and teaching aids
- Joint sponsorship of programs
- Consultation services
- Educational tours
- Program interpretation, publicity and recruitment
- Volunteers and paid aides to assist teachers.

EVALUATION

Even though concepts of evaluation have changed markedly in the last several years, many administrators and teachers have difficulty in separating evaluation from testing and grading. One concept that has not changed is that evaluation should be based upon program objectives. In consumer and homemaking education programs for out-of-school youth and adults it is not always possible to prove effectiveness of the programs with hard data. Proof of accomplishment is not always immediate, nor is it always available.

At the time that needs for the program are identified and objectives determined, plans should be made for various means by which evidences can be gathered to determine if the objectives have been realized. Such planning helps administrators and teachers to decide on the kinds of records to be kept.

Informal evaluation goes on constantly in any program. Judgments are made by the *participants* through such expressed or unexpressed thoughts as: "Today's meeting was interesting . . . I want to come back next time . . . That is something I am glad to know, it will surely help me . . . What a waste of time . . . I enjoyed being here, but I can't see that it helped me any." Judgments are made by *administrators* from such data as attendance records, compliments or complaints received from individuals and groups, and from public acceptance and support. Judgments are made by *teachers* from comments made by persons who attend classes, questions they ask, expressions on their faces, their willingness to participate, and their attendance.

Such evaluations have value, but they do not serve the same purpose as periodic systematically planned evaluation. Too often evaluation is thought of as something that takes place at the end of a class, a course, a semester or a year. *Continuous* evaluation, however, is necessary in order to determine

whether progress is being made toward the achievement of stated goals. Evaluations serve also to determine whether stated goals need changing.

What is to be evaluated? Some system should be adopted by program directors for evaluating all phases of the program: objectives and scope of the program, organization and administration of the program, the teaching process, and the results of teaching in units of study as well as in individual lessons.

Who should be involved in the evaluation process? Who should make judgments about the various phases of the program? Everyone involved in the program should help with the evaluation: the advisory committee, participants or enrollees, teachers, administrators, supervisors, coordinators, program directors, and cooperating agencies. Many school systems also enlist the services of specialists from outside the local program: home economics state supervisory personnel, university teacher educators, evaluation experts, adult education administrators, and teachers from other school systems.

There is still another concept of evaluation which should be built into any program plans. This is the encouragement of the provision for self-evaluation by participants. If adult education is for the purpose of facilitating self-direction, decision making and self development for the improvement of personal and family life, participants must evaluate themselves and their accomplishments. This is needed for the purpose of setting personal goals, determining accomplishment of those goals, and taking steps for setting additional goals as progress is realized.

Examples of evaluative techniques used successfully by adult educators are:

- Student questionnaires developed around the needs upon which the program is based
- Human-interest stories, case studies, anecdotal records
- Follow-up contacts of program drop-outs
- Informal discussions with participants, with family members, with advisory committee members, with persons in the community who have contact with program participants
- Observation of changed behavior and changed attitudes
- Attendance records.

Evaluation serves its purpose only if action is taken as a result. Types of action might be altering the objectives and the program itself, making changes in administrative, organizational or teaching procedures. Action might be moving the *location* of or the *type* of facilities. The advisory committee must be

involved in both the evaluation process and the recommendations for action to be taken as a result of the evaluation.

SUMMARY

As administrators, teachers and other program planners search for the needs of individuals and groups, determine program objectives, arrange for program development and operation, and evaluate, there should be constant awareness of the needs of society—the kinds of citizens that American society requires. Certain needs have been suggested which have implications for home economists.[6] In light of long-range predictions from the present to the year 2000, the American society needs:

- Citizens who are intellectually and emotionally stable to cope with change and marked diversity in the world environment
- Citizens who are aware of the relationships between environmental quality and human welfare
- Citizens who are able to capitalize on strengths, interactions and relationships for the optimum development of families
- Citizens who are capable of developing and maintaining high quality interpersonal relationships and partnerships in the family as a means of preserving family stability
- Citizens who are able to assume a new kind of parenthood, since working wives and mothers are a permanent part of our technological society
- Citizens who are able to develop their humaneness in an urban environment of increasing kinds of people problems
- Citizens who are able to utilize to the maximum all resources in the attainment of family goals
- Citizens who are more knowledgeable and more competent to assume the varied functional roles of family members.

[6]Byrd, Flossie M. "A Definition of Home Economics for the 70's." *Journal of Home Economics*, June 1970.

DESCRIPTION OF PROGRAMS USING NEW APPROACHES IN POSTSECONDARY SCHOOLS AND ADULT EDUCATION

For many years there have been effective homemaking education programs offered by public education systems throughout the country at postsecondary and adult levels. Many of the programs are being redirected to make them more relevant to present day family life and socioeconomic conditions. Where no programs existed, new programs are being developed. Those which are proving to be most successful are ones in which the guidelines described in the earlier section of this bulletin have been used.

"Postsecondary" refers here to programs for fulltime students who have completed or dropped out of high school and who wish to continue their education at a level other than the four-year college. They enroll in a "planned program" for a specific purpose. "Adult education" refers to less than full-time participation not leading to a diploma or certificate.

Many postsecondary schools, as well as adult education programs reach *both*, out-of-school youth and adults, or to say it is a different way, they reach both young and older adults.

Following are descriptions of some of the effective programs that are conducted (1) in postsecondary vocational-technical schools, (2) in preschool parent education centers, (3) in public housing centers, (4) in community or neighborhood centers, (5) in mobile instructional units, (6) in community learning centers, and (7) in private homes.

The programs described are, of necessity, limited in number, but are selected to give a variety of settings and organizational patterns. They represent some of the possibilities that program planners might consider in developing new or redirecting existing programs. Those described are programs with which the authors are most familiar. In preparation for this bulletin, the authors visited programs in New York at Albany, Rochester, Schenectady, Syracuse and Troy; and programs in Georgia at Athens, Atlanta, August and Jasper. Materials describing programs in Ohio and Washington were made available by consultants in these states. Programs in Dallas, Texas are described because the authors are personally involved and well acquainted with them. One of the authors is the consultant for the current program conducted by the Dallas Independent School District, and the other author was involved in its original establishment.

In Postsecondary Vocational-Technical Schools

Consumer and homemaking education is an integral part of the postsecondary area vocational-technical schools in Georgia. These schools serve out-of-school youth and adults, men and women of all ages, without restriction to socioeconomic levels or ethnic backgrounds.

Enrollees in postsecondary schools are 16 years of age or older, and they may be as old as 60 or 70 years of age. They enroll in class for approximately six hours a day, five days a week for the express purpose of occupational education

to prepare for jobs in technical, skilled, business or paramedical occupations. The exact number of hours enrolled varies according to program of study. These students come to school for a regular block of time to prepare to enter or re-enter the labor market or the work of the home as homemakers.

As enrollees pursue their chosen area of occupational training, they also participate in planned instructional activities which Georgia titles "consumer and family life skills." This program is designed to:

- Prepare youth and adults for the role of homemaker or to contribute to the employability of such youth and adults in preparation for the dual role of homemaker-wage earner.

- Assist youth and adults as consumers in solving problems which arise in the areas of feeding, clothing, and housing the individual or family; in the areas of family planning, rearing children, and maintaining satisfactory human relations; and in the area of consumer education in relation to the family's resources.

- Prepare men of all ages and backgrounds in assuming their role in homemaking and family responsibilities.

- Give emphasis to identifying the environmental encounters which occur in the home, in the community, and on the job in order to improve the quality of home and community environments.

- Give increased emphasis to the understanding of the importance of nutritional knowledge and food use in relation to the economic aspect of food consumption and purchase.

The major objective of the consumer and family life skills program is to prepare men and women (regardless of occupation) for assuming homemaking and family responsibilities, which, in turn, can make them more employable. Employability denotes personal qualities that can help insure job success, and it denotes preparation for the dual role of homemaker-wage earner.

The major concept of this program is to reach youth and adults at the most teachable moment. Since enrollees in postsecondary vocational-technical schools are preparing for a specific occupational area, since this often is their first experience in full-time employment, and since many are assuming for the first time family responsibilities, offerings in consumer and family life skills are relevant and usable. The teaching is problem centered and the curriculum is kept flexible to deal with realistic needs of individuals and families. Some units included in the program are: "Getting the Full Value From the Dollar," "Management of Resources Other than Money," "Financial Planning:

Budgeting and Record Keeping," "Stretching the Transportation Dollar," "Making the Most of the Housing Dollar," "Family Planning," "Child Care, Growth, and Development," and "Family Relations and Job Responsibilities." The course is offered for a full quarter (56 class hours) or may be extended into a full year (four quarters) with different units being taught each quarter. In addition to units of study, mini-courses are available to both full-time postsecondary students and adults. Mini-courses supplement longer units by meeting immediate needs. Examples of mini-courses which may be completed in one session of 30 minutes or an hour or more are "Simple Household Fix-It" or "Preparing for a Job Interview."

In order to implement the consumer and family life skills program, a local advisory committee is organized. The teacher, with the help of the committee interprets and defines the course and the teacher's role to all occupational training teachers in the school. The most successful teachers have been those who work closely with other teachers, administrators, guidance counselors and students. Effective advisory committees include students, instructors, community leaders and lay people, parents, high school teachers and college teachers from the area.

In addition to working with postsecondary level students, the consumer and family life skills instructors spends at least one-third of their time working with low-income families and individuals, including those persons living in economically depressed areas, rural or inner-city, and with senior citizens and other adults to help them become better consumers and improve their quality of family life. In some cases, such programs are provided through the use of mobile instructional units (See Appendixes E and F).

Specific inservice training is offered to the consumer and family life skills teachers through the Vocational Division of the University of Georgia, Home Economics Education Department and the Vocational Home Economics Division, State Department of Education. Inservice training consists of workshops which concentrate on specific topics such as, reaching and teaching the disadvantaged, problems which arise from implementing a program, developing and sharing useful and successful instructional materials, and supplementing the teachers' knowledge in the areas of consumer education, work of the home, home management and nutrition education.

The success of such a program depends to a large extent upon the cooperation between the consumer and family life skills teacher and the community (See Appendix A).

The teachers are the most important aspect of the program and the key to its success. They must be flexible, observant, keenly sensitive to others and their concerns, people-oriented, creative, willing to take the initiative, and energetic. Teachers have to be able to adapt to change since in the morning they may be working with 18 and 19 year olds and in the afternoon with senior citizens, or they may move from working with middle class homemakers to working in an economically depressed area with limited supplies and materials.

In Preschool Parent Education Centers

In many communities across the nation, programs in preschool parent education are organized to help parents to learn about children and their

development. Consumer and homemaking education teachers, working with local units of the Parent Teacher Association, organize and conduct studies on such topics as creative activities for children, sex education, discipline, and physical-social-emotional-intellectual development of children.

Another example of parent education is the Parent Cooperative program provided by the Family Life Education Division of the Seattle (Washington) Community College. The primary focus of this program is to help persons gain new skills and refine behaviors related to parenting and family relationship roles.

Parents enrolling in the cooperative preschools also enroll in the course, Parent Education Child Study Laboratory at the college. Course content includes child development, family relations, group processes, and training for community leadership.

Children of parents enrolled in the cooperative attend the preschool laboratory three to five days per week. A preschool teacher is employed by the parents. Parents first observe and later assist the teacher in working with the children. It is in these sessions that parents have the opportunity to discover principles of behavior and test some of the theories regarding child development that they have learned in the parent education course.

In addition to teaching responsibilities in the preschool, parents also are responsible for the business and financial arrangements connected with the preschool. In business meetings, parents have the opportunity to learn and put into practice the concepts they have learned about group development and group processes.

Parent cooperatives function as autonomous groups. Some are organized in conjunction with secondary school consumer and homemaking education programs to provide laboratories for high school student observation and participation.

Curriculum offerings at Seattle Community College include courses for parents expecting their first baby; observation courses for parents of the 18 month to three year old child; courses for parent cooperative preschool groups; neighborhood courses for parents of both elementary-age children and adolescents; and courses in family relations, planning for retirement, and resource management for retired persons.

In the State of Washington there are numerous family life programs similar to the one in Seattle, operating in community colleges, vocational-technical institutes, and mobile instructional units.

In Public Housing Centers

Adult education programs in consumer and homemaking education in public housing centers are operating successfully in many places. Programs in Dallas and El Paso, Texas, are among the oldest, with programs now underway and others being initiated in many other states. Such programs are jointly developed by the local housing authority and school district. Contracts

between these two agencies are executed and include plans for sharing the cost of teacher salaries, space for offices, and teaching in housing community buildings, cost of teaching materials and other administrative functions of the two cooperating agencies (See Appendix B). Teachers are employed to become acquainted with families and help them with their specific needs for education in family living. Some activities usually conducted in family centers to meet the needs of families are:

- Organized groups working on a variety of topics, such as, child development, managing the family resources, family laundering, home improvement, housekeeping, renovation and care of clothing
- Cooperative play schools, which offer opportunities for parents to study children and have children cared for while parents participate in other instructional program activities
- Day care nurseries which provide all-day care of children of working mothers
- Home care clinics, including care of home furnishings and equipment and use of resources—a course for prospective tenants
- Housekeeping clinics
- Consumer clinics
- Team teaching with public health nurse at pediatric and maternity clinics
- Senior citizens clubs
- Home visits and individual conferences
- Educational field trips to supermarkets, department stores, the public library, and museums
- Rummage sales at which time help is given with consumer problems
- Team teaching by basic adult education and consumer and homemaking education teachers.

Some features characteristic of most consumer and homemaking education programs in public housing centers are:

- Advisory committees help to plan the program, recruit potential participants, publicize the

program, sometimes assist with teaching, locate resources to enrich the program, and evaluate.

- Advisory committees include representation from cooperating agencies, the school, and homemakers from the neighborhoods to be served.

- Non-professionally trained persons from the neighborhood volunteer or work on a paid basis to assist with the program.

- Participants are free to come to the centers whenever help is needed; the program is not limited to scheduled class meetings.

- Arrangements are made for the care of small children while mothers participate in educational activities.

- Transportation is often furnished for those who need it.

- Aides or homemakers from the neighborhoods who are bilingual help the teachers with group instruction and interpretation.

- Group and individual instruction is offered.

- Programs are often available to families the year-round.

- Instruction and work with families are carried to where the people are—a church, a laundromat, a learning center, a community center, a private home, a supermarket, a school and other places within or near neighborhoods to be served.

- Program offerings and time schedules are flexible and change to meet needs of the participants.

In Community or Neighborhood Centers

Consumer and homemaking education programs operate successfully in many types of neighborhood centers across the nation. These centers are found in locations such as store fronts, schools, community buildings, apartments, churches, public housing centers, Salvation Army centers, health service centers, and hospitals. Programs at the centers vary to meet needs and interests of adults and out-of-school youth.

One such program is in operation at the Gentry Street War on Poverty

Center in Dallas, Texas. The Gentry Street Center is located in a low-income area of substandard private homes. The space which provides for consumer and homemaking education includes offices, a kitchen/multipurpose room and a gymnasium. The center houses a manpower office, a planned-parenthood clinic, a recreation program for children and teen-agers, and a distribution center for the federal food stamp program.

In cooperation with the center's director, the city health department's nutritionist, and the War on Poverty employees, five homemaking teachers conduct nine sessions monthly in foods, nutrition and consumer education for those who come to receive their food under the food stamp program. The classes are held in the kitchen/multipurpose room and consist of discussion, tasting, demonstrations and distribution of recipe sheets. Seventy-five to one hundred people are reached regularly for a concentrated short time of approximately 35-45 minutes, through a "micro-lesson."

Many other programs of this type reflect the increased attention being given to nutrition education. Instruction includes how to make decisions, food and nutrition for pre-natal and post-natal patients, feeding the infant, management of the food money and special diet problems. Other offerings focus on aspects of consumer education; such as, comparative shopping in local shopping centers, laws pertaining to foods, drugs and cosmetics, planning for use of resources, consumer language, and using community resources.

One teacher works with a group each week on family clothing needs and consumer education. Clothing alterations and renovations, care of clothing, buying family clothing, reading tags and labels and using community resources are the type of things this group feels they need to learn more about. Folding tables, chairs and portable sewing machines convert the kitchen/multipurpose room into adequate teaching space.

Tapes, slides, programmed learning materials and 8mm film loops on a wide variety of types of family problems are available in centers for the homemaker's use. The homemaker who has come to the center for the maternity clinic might spend the "waiting time" viewing a film loop or listening to a tape. The teacher is accessible to help the individual select appropriate material, to answer questions and to discuss ideas and learnings with the individual.

Mini-lessons, demonstrations, workshops, a series of lessons, television and telephone information service are some effective ways programs have been presented in the neighborhood centers.

In Atlanta, Georgia, cooperation between school and health programs have resulted in a consumer and homemaking education teacher becoming a valuable part of the health team effort. This teacher supports and implements nutrition counseling and gives food preparation demonstrations in outpatient and obstetric clinics in the Grady Hospital Maternity and Infant Care project (See Appendix D).

In Syracuse, New York neighborhood centers called *T-Houses* have been established in depressed areas under the sponsorship of the Home Economics

Department of the local school and the State Department of Education (See Appendix C). According to city-wide publicity, "*T-House* stands for teaching, trusting, trying, teamwork and much more. It's terrific." The sites selected for T-Houses are those most easily accessible to the greatest possible concentration of residents. A rented six to eight room apartment or half a duplex provides adequate space for homemaking instructional activities. Space is rented only when there is another tenant in the building, preferably the landlord. The space is furnished and equipped in the manner similar to homes in the neighborhood with emphasis on an environment conducive to homemaking and consumer education activities.

Program offerings are unlike traditional adult education programs and are developed in response to the needs of adults to be served. Mothers are encouraged to bring preschool children for supervised play while the adults are engaged in various organized instructional activities at the center. A qualified home economist is in charge; a teacher aide, a child-care aide and an advisory committee of neighborhood and community people assist in program planning and promotion.

Some guidelines used in program development are: flexible scheduling both day and evening; planning for availability of program to both men and women; identifying strengths of adult participants upon which to capitalize and build; providing an atmosphere conducive to individual exploration, discovery and growth; recognizing seasonal, ethnic, religious and personal values and customs; and using a variety of instructional materials and techniques.

In Mobile Instructional Units

Several states are using specially built and/or equipped mobile units to bring a teacher and learning materials to out-of-school youth and adults in rural, mountainous, sparsely populated, and urban areas.

The use of mobile instructional units have been successful in reaching those persons who do not have transportation or child care services, who find it inconvenient to leave their neighborhood, or who lack the motivation to come to a "center" or to participate in other available adult education opportunities.

Programs offered in mobile instructional units focus on consumer education, nutrition and child development. In order to help families improve the quality of their family life through better use of resources, the mobile unit is used in several ways. The unit may be located at a shopping center where the teacher presents short lessons of 5 to 10 minutes on various consumer topics, or the mobile unit may be taken to a county or local fair for planned demonstrations, or to serve as a consumer information center. It may be moved to neighborhood school campuses for a given block of time—for a series of lessons such as, "Use of Consumer Credit," "Getting Your Money's Worth" or "Comparative Shopping."

Mobile units vary in design, size and facilities. Some units are self-contained with their own source of electricity, water and heat, as well as space and equipment for working with individuals or groups of as many as 12 at

one time (See Appendix E). Other trailer-type units are moved from location to location by specially equipped motorized vehicles (See Appendix F). Such units may or may not be self-contained. Advanced planning for locating units not self-contained should include provision for an adequate source of electrical power, water and space that is suitable and accessible to those to be served. Some units of this type will accommodate groups of 20 to 30.

In Community Learning Centers

The consumer and homemaking education department at Paul L. Dunbar Community Learning Center in Dallas, Texas is included as a part of a busy learning center of approximately nine hundred elementary pupils, grades one to six, and groups of early childhood education pupils, ages three to six. The learning activities of the center involve both children and adults.

Consumer and homemaking education is a component of the parental involvement program of the center. Both parents and their children are involved in solving home problems and strengthening family life. The program is an outgrowth of the feeling of need for guidance and training for more effective family living on the part of parents. It is based on changing needs, interests and desires of parents and their children in developing understandings, attitudes and skills in personal and family living.

Emphasis is placed on homemaking as a career. Attention is given to helping adults and children realize the important influence that family experiences have on the growth and development of all family members. The curriculum is informal, flexible, and varied. It has been found that this type of instruction penetrates further into the community than does a program made up of traditional organized classes. Instruction is provided in the areas of food and nutrition, consumer education, child development, laundering, home care of the sick, family and community relationships, clothing, management of resources, and housing.

The homemaking teacher and administrators believe that the consumer and homemaking education program should be an integral part of the total educational program of the center. They consider it imperative that the program be concerned with individual families and their needs, both for themselves and for society.

Mother-daughter groups have been organized and work in three areas: nutrition, home management and personal development. Through learning experiences both parents and children gain knowledge in the specific area of study as well as having the opportunity to better understand themselves and each other, thus lessening the gap of misunderstanding regarding family problems and concerns. Planning for these parent-child group sessions is done cooperatively by the homemaking teacher of adults, science teachers and school nurse. Additional group sessions are scheduled at convenient times for parents.

Special group sessions for newly-married, the elderly and welfare recipients are planned. By bringing school drop-outs to the center it is hoped that they will become inspired to return to school, as well as to improve their

home and family living. Program priorities for this community are (1) helping newly-marrieds to plan budgets, to furnish homes economically, and to be involved in solving mutual problems; (2) assisting the elderly in planning meals to meet special dietary needs, and to challenge them to seek new avenues for purposeful living; and (3) assisting homemakers in planning the use of family resources, and to improve consumer practices.

In Private Homes

Planned educational meetings in private homes offer opportunity for reaching many adults in their own environment and are a vital part of many adult education programs. Some people, through no fault of their own, cannot be reached through group participation in other centers. They may be shy, lack self confidence, lack transportation, or find it impossible or inconvenient to be away from home and/or family.

Programs are usually short lessons taken into the home where the homemaker has invited friends and neighbors to come in and participate. Such programs may focus on selection of toys for children, demonstrations on "how to make" delicious, nutritional milk drinks for children, and suggestions on what to look for in selecting family clothing.

Teacher aides in Rochester, New York take illustrative materials with them as they make home visits. Materials may be in the form of film strips, flip charts or a variety of exhibits. Subject matter may be how to interpret contracts, warranties, buying guides or credit regulations. Teacher aides find the technique an effective way of gaining the interest of the homemaker. They often start by helping one homemaker in her own home, and she offers to serve as hostess for future meetings of friends and neighbors in order to continue receiving the kinds of help that the teacher aide has given during the initial home visit.

Educational television offers opportunity for reaching many adults in their homes. Teachers encourage neighborhood viewing groups with discussions following the telecasts. Advance planning by the teacher for such groups includes giving information to the group regarding the subject content of the telecast, suggesting books available in the local library for additional reading, and following up the telecast with discussion sessions to encourage, assist and give guidance in individual and group development. From such groups, needs and interests are often identified as well as providing opportunity to develop community leadership.

Parent-child viewing groups have been organized in homes to view Sesame Street. Through parent education study group sessions, parents receive materials and guidance regarding their participation in viewing groups.

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Yarborough, Ralph. "Lifetime Education: A Basic Right." *Adult Leadership*, December 1970.

SOURCES OF INFORMATION TO AID IN PROGRAM DEVELOPMENT

Many agencies, institutions, and organizations make available valuable information and aids for program development. Some of these materials are free; others require a nominal fee. The sources given below provide a limited listing of available materials.

American Bankers Association, 12 E. 36th St., New York, N. Y. 10016.

American Bar Association, 1155 E. 60th St., Chicago, Illinois 60637.

American Council on Consumer Information, 15 Gwynn Hall, University of Missouri, Columbia, Missouri 65201.

American Dietetic Association, 620 N. Michigan Ave., Chicago, Illinois 60611.

American Home Economics Association, 2010 Massachusetts Ave., N.W., Washington, D.C. 20036.

American Medical Association, Council of Foods and Nutrition, 535 N. Dearborn St., Chicago, Illinois 60610.

American Toy Institute, 200 Fifth Ave., New York, N.Y. 10010.

American Vocational Association, 1510 H. Street, N.W., Washington, D.C. 20005.

Association for Childhood Education, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016.

Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington,D.C. 20036.

Better Business Bureau, 405 Lexington Ave., North, New York, N.Y. 10017.

Child Study Association of America, 9 East 89th St., New York, N.Y. 10028.

Cooperative Extension Service: for policy information about publications, write County Cooperative Extension Service Office or State Extension editor.

Department of Home Economics, National Education Association, 1201 16th St., N.W., Washington, D.C. 20236.

ERIC Documents Reproduction Service, P.O. Drawer 0, National Cash Register Co., 4936 Fairmont Ave., Bethesda, Maryland 20014.

Health Services and Mental Health Administration, Maternal and Child Health Service, Office of Information, U.S. Department of Health, Education and Welfare, Rockville, Maryland 20852.

Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

Illinois Teacher for Contemporary Roles, University of Illinois, 342 Education Building, Urbana, Illinois 61801.

Institute of Life Insurance, Educational Division, 488 Madison, New York, N.Y. 10022.

National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009.

National Association for Public Continuing and Adult Education, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

National Committee for Education in Family Finance, 277 Park Ave., New York, N.Y. 10017.

National Consumer Finance Association, Educational Services Division, 1000 Sixteenth St., N.W., Washington, D.C. 20036.

National Dairy Council, 111 North Canal St., Chicago, Illinois 60606.

National Federation of Settlements and Neighborhood Centers, 232 Madison Ave., New York, N.Y. 10016.

National Livestock and Meat Board, 36 S. Wabash Ave., Chicago, Illinois 60603.

Office of Child Development, Department of Health, Education, and Welfare, Donohoe Building, Washington, D.C. 20013.

Poultry and Egg National Board, 8 So. Michigan Ave., Chicago, Illinois 60603.

Public Affairs Pamphlets, 22 East 38th Street, New York, N.Y. 10016.

Science Research Associates, 57 West Grand Ave., Chicago, Illinois 60610.

Tips and Topics, College of Home Economics, Texas Tech University, Lubbock, Texas 79409.

Appendix A

SUGGESTED COOPERATING AGENCIES, ORGANIZATIONS AND INSTITUTIONS

Agricultural Extension Service

American Association of University Women

American Red Cross

Better Business Bureau

Business and industry

Chamber of Commerce

Child Conservation League

Churches

Colleges and universities

Community Planning Councils

Community service agencies

Consumer associations

Council on children and youth

Council on Family Relations

Day care centers

Detention centers and half-way houses

Ethnic and other organizations offering educational programs

Health clinic and treatment centers

Heart Association

Juvenile courts

Junior League

Labor unions

Legal associations

Local housing authority

Manpower Development and Training Program

Mass media—television, press, radio

Medical associations

Mental health associations

Model Cities

Office of Economic Opportunity

Parent and child centers

Parent cooperatives

Parent Teacher Association

Preschool associations

Planned Parenthood

Project Head Start

Public health agencies

Public libraries

Recreational agencies

Senior citizens organizations

Salvation Army

Urban Renewal Agency

Visiting Nurses Association

Welfare agencies

Young Men's Christian Association

Young Women's Christian Association

Appendix B

CONTRACTURAL AGREEMENT BETWEEN SCHOOL DISTRICT , AND HOUSING AUTHORITY
(Example)

CONTRACT BETWEEN THE _____ BOARD OF EDUCATION AND THE HOUSING AUTHORITY OF THE CITY OF _____ FOR THE EMPLOYMENT OF HOMEMAKING TEACHERS FOR ADULTS

County of _____ City of _____

WHEREAS, The Housing Authority of the City of _____ wishes to assist in providing the services of Homemaking Teachers for Adults in the operating housing project and to provide leadership in Consumer and Homemaking Education for the projects and surrounding neighborhood; and

WHEREAS, the _____ Board of Education is willing to make available the services of qualified persons as Homemaking Teachers for Adults in said projects upon the terms and conditions hereinafter set forth;

NOW, THEREFORE, IT IS AGREED by the parties hereto that:

The _____ Board of Education will extend its Home and Family Life Program to families living in housing projects and surrounding neighborhoods by the employment of _____ Homemaking Teachers for Adults from _____, 19 ____, to _____, 19 ____, who will devote their time to the duties of Management Aides on the projects and to the teaching of Consumer and Homemaking Education to Adults.

2. The _____ Board of Education, through the Superintendent of Schools and its designated representatives, will have full control and supervision of the services of the Homemaking Teachers, including administration, personnel, curriculum, instruction, records, and reports.

3. The Superintendent of Schools and his designated representatives will advise with the Housing Authority in the planning and operation of the program.

4. The Housing Authority agrees to reimburse the _____ School District twice a year to the amount of _____ of the salaries of the Homemaking Teachers.

5. The Housing Authority agrees to furnish:

   a. Space and equipment for a Homemaking Center in each project where a Homemaking Teacher is placed.

b. _____ per month for expendable equipment and supplies, such as professional literature, tools, appliances, demonstration material and office decoration.

c. Office space and stenographic help.

ATTEST:

_____
Secretary, School Dist.

Date: _____

BOARD OF EDUCATION

By _____
Superintendent of Schools

THE HOUSING AUTHORITY OF THE CITY OF _____

By _____
Executive Director

Appendix C

AGREEMENT BETWEEN SCHOOL DISTRICT AND SPONSORING GROUP
(Example)

The City School District of _____, _____, agrees to sponsor a Consumer and Homemaking Education Program for adults to be located at _____ and to be in operation for a period of two hundred (200) days from _____, _____, to _____, _____. Total program hours, the scheduling of which will be determined by the Sponsoring Group, the Program Coordinator, and the teacher in charge, are not to exceed twelve hundred (1200) over the 200-day period.

The Homemaking teacher in charge will be selected by the City School District. Other candidates for available positions may be recommended by the Sponsoring Group.

The City School District of _____ _____, further agrees to apply for recycling of the program, if invited. The existing program cannot continue past _____, _____, unless fully funded by Federal monies.

In agreement with the above memorandum, the following parties have affirmed their signatures.

For the City School District of _____	For the Sponsoring Group
SIGNATURE	SIGNATURE
TITLE	TITLE
DATE	DATE

Appendix D

FUNDING PATTERN INVOLVING THREE AGENCIES
(Example)

The activities and facilities of the Infant Day Care Center as part of the instructional program for the _____ Adolescent Pregnancy Project will be primarily supported by the _____ Public Schools with local funds and funds appropriated by the Vocational Education Division, Home Economics Education, State of _____ Department of Education. Supplementary funds will be provided by the _____ Adolescent Pregnancy Agency. The following table gives the breakdown of specific funding as provided by each of the agencies.

Local Support		State Support		Other Support	
Provided by Public Schools		Provided by Vocational Education Division, Home Economics Education appropriated through Public Schools		Provided by the Adolescent Pregnancy Project Agency	
Item	**Cost**	**Item**	**Cost**	**Item**	**Cost**
1. Facility rental	$	1. Personnel	$	1. Food, clothing and other expendable supplies	$
2. Modification expenses (laboratory)	$	2 teachers at minimum salary of	$	2. Fence for play area for toddlers (18 mos.)	$
3. Furnishings for students	$	1 child development program coordinator (25 hrs/month)	$	3. Maintenance, repairs and replacement	$
-Trapezoidal tables with adjustable legs		2. Infant care laboratory equipment furnishings	$	4. Personnel	$
-Chairs		-Indoor & outdoor play equipment		1 teacher will be supported by AAPP until local or state funds are available, then the money will be diverted to replacing equipment or purchasing other needed items which might be	
-Observation booths		-Children's furniture			
-Stools for observation booth		-Sleeping cots			
4. Teaching materials	$				
-Reference library					

-Audiovisual film projector and table

-Screen

-Tape recorder

-Record player

-Overhead projector

-Slide and film projector

-Bulletin boards

5. Furnishings for faculty $ ____

-Desks and files

-Office & teaching supplies

-Bathing equipment

-Toileting equipment

3. Kitchen equipment $ ____

-Appliances

-Range with large oven

-Oversized refrigerator

-1 four-compartment sink with booster

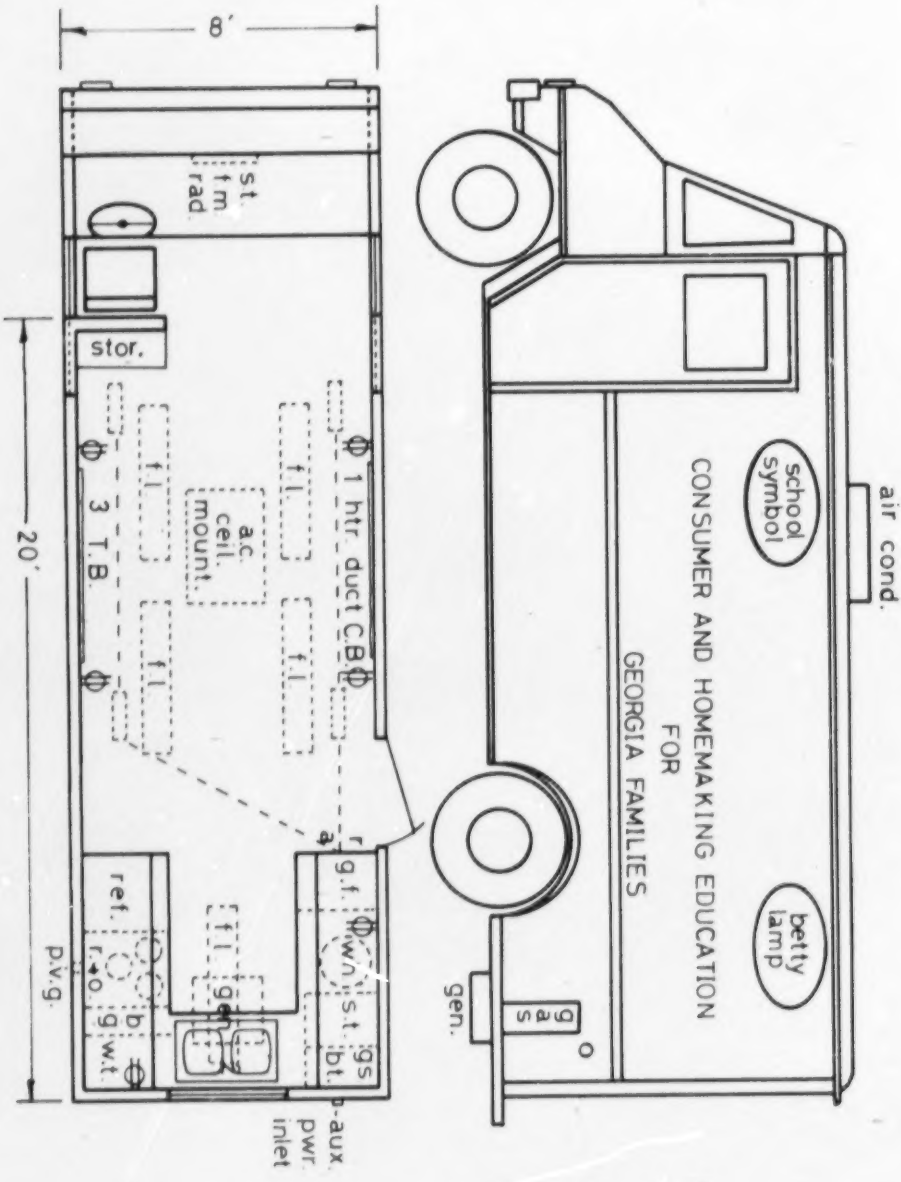
-Serving equipment

classified as expendable.

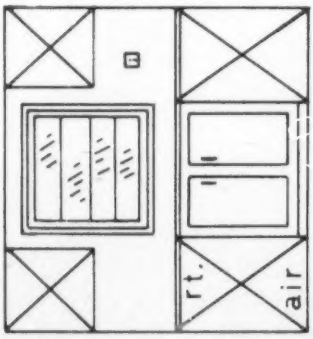
Total $ ____ Total $ ____ Total $ ____

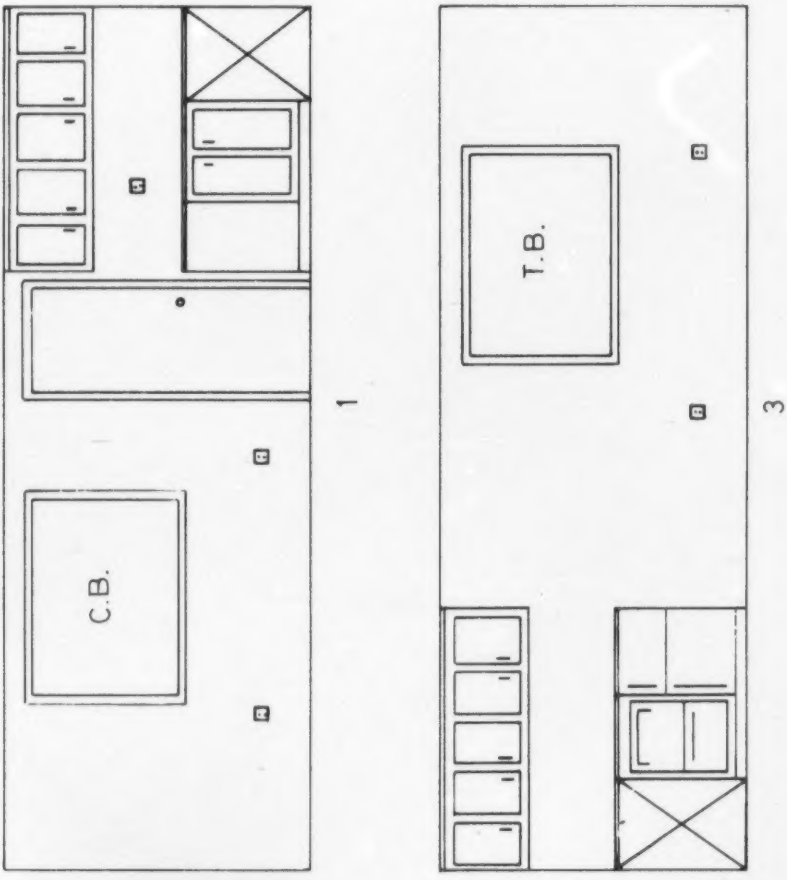
Appendix E

MOTORIZED MOBILE INSTRUCTIONAL UNIT—SELF-CONTAINED VEHICLE
(Example)



ELEVATION OF CABINETS FOR MOTORIZED MOBILE INSTRUCTIONAL UNIT





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BID SPECIFICATIONS FOR MOTORIZED MOBILE INSTRUCTIONAL UNIT

INVITATION TO BID ON:

1 Mobile Instructional Unit, equipped as follows:

Truck Chassis:

P-500 Ford, or equal, F.O.B. Jasper, Georgia

Engine size: minimum 292 cu. in. 6 cylinder

Heavy duty rear axle

Complete heavy duty suspension system

Automatic transmission

Power steering

Completely mounted spare wheel

Body:

Boyertown, or equal

245" length 98" width 79" head room

Completely lined with fir plywood and insulation

Paint, two colors

Seat belts

Inside rear view mirror

Deluxe seat

Hinged sedan doors

2 - 3" x 2" glass in rear door

Heavy duty rear bumper

Deluxe west coast mirrors

110 volt, 30 amp. service

All tinted glass

Power vent grill

Extras Included:

Deluxe cab

Birch wood paneling

Carpet to be selected by customer

Acoustical tile ceiling

Complete lighting consisting of 5 double-tube 48" fluorescent lights

5 kilowatt generator in vented compartment

Starter battery and 30-gallon gas tank for generator

6 double 115 volt outlets

12 gallon fresh water tar k

12 gallon septic tank

Sink

5 gallon hot water heater

5 cu. ft. refrigerator

3 burner stove with oven

20,000 BTU gas furnace

Roof-mounted 12,000 BTU air conditioning system

Compartments for two butane gas tanks complete with tanks

8 tract stereo tape player with FM radio

TOTAL $ _____

COMPANY NAME _____ By _____

DATE _____

Appendix F

MOBILE TRAILER-TYPE INSTRUCTIONAL UNIT
(Example)

☆ GPO 781-003